

# Grade 5 Sample Test Prompt

## Sentence Fluency

Imagine a train that could take you anywhere on Earth! You have a ticket in your hand for a trip that can make stops at three places.

Write a story about what happens from the time you get on the train until it returns to your hometown.

Your writing should:

- Have a story line with clear sequence.
- Use descriptive words and phrases.
- Have well-developed characters.
- Describe the setting.

Remember to edit for spelling, grammar, punctuation, and capitalization.

# AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

## SENTENCE FLUENCY

<p><b>6</b></p> <p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next.</li> <li>• extensive variation in sentence structure, length, and beginnings that add interest to the text.</li> <li>• sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.</li> <li>• varied sentence patterns that create an effective combination of power and grace.</li> <li>• strong control over sentence structure; fragments, if used at all, work well.</li> <li>• stylistic control; dialogue, if used, sounds natural.</li> </ul>	<p><b>5</b></p> <p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a natural, fluent sound; it glides along with one sentence flowing into the next.</li> <li>• variation in sentence structure, length, and beginnings that add interest to the text.</li> <li>• sentence structure that enhances meaning.</li> <li>• control over sentence structure; fragments, if used at all, work well.</li> <li>• stylistic control; dialogue, if used sounds natural.</li> </ul>	<p><b>4</b></p> <p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace.</li> <li>• some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact.</li> <li>• strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective.</li> <li>• occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.</li> </ul>
<p><b>3</b></p> <p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• some passages that invite fluid oral reading; however, others do not.</li> <li>• some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns.</li> <li>• good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.</li> <li>• sentences which, although functional, lack energy.</li> <li>• lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.</li> </ul>	<p><b>2</b></p> <p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• significant portions of the text that are difficult to follow or read aloud.</li> <li>• sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).</li> <li>• a significant number of awkward, choppy, or rambling constructions.</li> </ul>	<p><b>1</b></p> <p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• text that does not invite—and may not even permit—smooth oral reading.</li> <li>• confusing word order that is often jarring and irregular.</li> <li>• sentence structure that frequently obscures meaning.</li> <li>• sentences that are disjointed, confusing, or rambling.</li> </ul>

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**Writing**

**DIRECTIONS:** Now write your final copy on the following two pages.

**FINAL COPY**

Name of places to stop  
"When i get on one of them train. I can go Anywhere I want!" to see my grandma Anywhere i want! i can go see my cousin! if i want! "I can go see my Aunt, uncles me and my Mom can. "I can really go anywhere if I want to! And one of them train maybe my cousin could come with but it is just my imagine but that would of been cool. you no what is the good it's thing About it. My cousin coming down here this month.

**Score point 1 --** The writing is difficult to follow or to read aloud. Many sentences run together and are rambling and awkward. Sentence structure frequently obscures meaning. "I can go see my Aunt, Uncles me and my mom can."

**Writing**

**DIRECTIONS:** Now write your final copy on the following two pages.

**FINAL COPY**

If I had a ticket to go any 3 places in the world they would be 1. New York 2. Chicago 3. Sothenn Africa. I would go to New York and visit where the twin towers use to stand and take all kinds of pictures.

I would want to go to Chicago and visit my family with the rest of my family that lives here in phenix, Az that would be nice. I would also go to the parks and I would come to those three states because I would be out of phenix, Az I would want to go to Sothenn Africa because I would like to see different kinds of cultures in cluding mine also to see how thay live not like they show on TV and in booke. Those are the places that I would go and see by the time the train got back.

**Score point 2 --** The writing tends to be choppy or rambling. Sentence patterns that are monotonous (beginning with “I would...”) and are difficult to follow (“...to see different cultures in cluding mine also to see how thay live not like...”) force the reader to slow down.

**Writing****DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**

If I had one ticket to go  
 there place on earth I will go to China.  
 Cuare I will go to the great wall  
 of China in China. I like sitting  
 with chopsticks I like there house.  
 I like there food. That is one  
 place I will go to.

I will like to go to Pairs.  
 I will like to see the food  
 tower. There land is nice. That  
 is another place I will go to.

The last place I will go is  
 Anaticu. Cuare it's cold, fun,  
 and it snows. I will like go ddding  
 3 snow broaching, being down a  
 mountain. I will like to make a  
 snowangel? a snowman in a  
 like pabte of snow. It will be  
 to cold to swim. I will like to  
 have a snowball fight. I like  
 to live there because it is  
 snowing almost all the  
 time. I like to fish in the  
 cold water and the fishes will

**Writing**

FINAL COPY

be frozen. That is the  
Place I will like to go

**Score point 3 --** The writing tends to be mechanical rather than fluid. Choppy sentences with repetitive sentences patterns (“I will...” “I like...” are repeated many times) and occasional awkward constructions (“I will like go selding...”) may force the reader to slow down or reread.



**Writing****DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**The Ticket

This is a story about a ticket, a jinri, and a bus.

One day I went outside over to my mailbox. When I opened the mailbox I noticed a strange envelope. Inside of that particular envelope I noticed an odd bus ticket. I went to the bus stop. Then I went inside the bus and was astonished at what my eyes saw, I saw that the bus driver was a jinri.

He said, "Hi, My name is \_\_\_\_." Then he asked, "Which three places do you want to go?"

I said in astonishment, "New York City, Louisiana, and Texas."

First we went to Texas to see  
and to see Uncle \_\_\_\_\_ and Aunt \_\_\_\_\_

Next We went to see Grampa \_\_\_\_\_ and Grandma \_\_\_\_\_  
in Louisiana.

Then we went to New York City to see the Statue of Liberty.

It was a pity to go home but atleast I got to keep the jinri bottle.

So that is how I got to spend my day in this story.

**Score point 4 --** Sentence patterns are somewhat varied, contributing to ease in oral reading. The paper has a natural sound. There is strong control over simple sentence structures. Dialogue sounds natural.

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**Writing****DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**

One day, I brought tickets for a train that could take you to any three different places, your choice!

First of all, I chose to go to World Series game 7 2004. The teams that were playing were the Chicago Cubs and the Boston Red Sox. It was a fantastic game! In the bottom of the second, Manny Ramirez hit a towering three-man home-run. Then, later in the ninth, Sammy Sosa hit a Grand Slam into right field! "The Cubs won the World Series!" the announcer screamed. The whole team piled onto the field.

Second of all, I went to the X Games. It was awesome. When the BMX riders were on, Matt Hoffman landed a 900 on a bike! When the roller-bladers were up, there was this one guy who nailed an immense backflip! When the skateboarders were up,



**Writing****FINAL COPY**

Tony Hawk landed the first 1,080 on a skateboard!

Last of all, I went to a tropical rainforest in Brazil. I had never had so much fun in my life! I was taking a canoe ride down the Amazon River when suddenly a huge crocodile came out to get me! I pulled out my shotgun from my belt and shot it. I took a break on the shore. I heard some noises. There was an Amazon rainforest Indian tribe! They were really friendly. They let me in their little town. They gave me food. They even let me dance around their fire with them! Then an army of army ants tried to get into our town. We threw rocks and boulders at them and then we set a fire around our town. They all died. Then I left and said some good-byes and thank-yous. Those three journeys were the best I would have in my whole life.

**Score point 5 --** The writing has an easy flow and rhythm. Sentences are strong and varied. The writer exhibits control over sentence structure. In paragraph three, three sentences are subordinated with “When...” and one sentence flows into the next, making expressive oral reading easy and enjoyable.

**Writing****DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**

"Where is it?" I asked myself as I was looking at a map, trying to find my way to the train. This train wasn't any ordinary train. It could go over seas without stopping. It could also go so fast that if you were standing on the side of it when it went past, you would fly up into the air. I received an invitation two days before.

I found the train and walked up to it. Strangely, I was the only one there. Hadn't others received the invitation? "Ticket, please," said the man there. I took my ticket out of my pocket and handed it to him. "You may board the train." I climbed the steps. I gaped when I saw my room. It had a king-sized bed with a red bedspread. There were three goose feathered pillows. There was also a desk and chair with very nicely polished wood. "Where would you like to go first?" said a voice behind me. I whirled around. Standing there, was the train driver. "Oh, um, London I suppose."

"We're here," said one of the drivers. When I walked out I saw two twins with bright orange-red hair and hazel eyes. One had a scar on their nose. I could use that to tell them apart, I thought. "Hi, I'm \_\_\_\_\_," said the one with the scar. "I'm \_\_\_\_\_," said the other. \_\_\_\_\_ and \_\_\_\_\_ showed me around London. I took a lot of pictures with my camera. I bought very interesting clothes \_\_\_\_\_ and became my best friends. I had to board the train though. I climbed into bed as I was telling the driver that I wanted to get to New Zealand. That was my decision because I knew that New Zealand was where they had filmed Lord of the Rings.

I walked out of the train a while later and saw a beautiful landscape. There was a group of people about 100 paces off. I walked

**Writing****FINAL COPY**

over to them. I gasped when I saw who it was. It was the actors in Lord of the Rings movie. Two men walked up to me. One was Elijah Wood and one was Orlando Bloom. They told me all about how they made the movie and how long it took. It felt so cool to wander around where a famous movie was filmed. Before I left, Orlando taught me a little about archery. I had always wanted to learn that and the sword craft. Soon I got back on the train. "Scotland," I said before the driver could say anything. That trip I was eager to end. I really wanted to get to Scotland. There was a castle there that my ancestors owned.

I rushed out of the train when we reached Scotland. I took out my camera. I knew I would need it. I scanned the land. Lots of houses and stores scattered the land. The one towering building gave itself away. "The castle," I squealed. I explored a lot of places and saved the castle for last.

Finally it was time for me to go to the castle. I was so excited I could hardly stand still. I had such an enjoyable time in the castle. I even got to take home a few gems, a ring with a sparkling diamond, and necklace with my family's code of arms. I was glad that I went on this trip.

"Hello," my mother said when I walked in the house. "How was your trip?" "Oh, it was great mom!" I said explaining what I did the whole day. I told her about the new friends I had made and how much I enjoyed it. I dropped into my bed exhausted from the day's event. In a way I was glad that I wouldn't be doing that trip tomorrow.

**Score point 6 --** Sentences show a high degree of craftsmanship. There is a natural and fluent sound and extensive variation in sentence structure. The writer has stylistic control and dialogue sounds natural. The first paragraph, for example, shows variation from short, simple sentences to longer, more complex structures. The writer's sentence structure enhances meaning by drawing attention to key ideas and reinforcing relationship among ideas: "That trip I was eager to end. I really wanted to get to Scotland. There was a castle there that my ancestors owned."